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ABSTRACT

The planning and implementation of a pilot CDA training project is described in this final report to the Office of Child Development by the Human Services Department, Social Science Division of the St. Louis Community College at Forest Park. Staff training, selection of candidates and curriculum development are emphasized early in the report. The second section describes components of the training program, such as the development of instructional modules for competency-based teacher education, response to the needs of individual students, provision of field experience and student assessment. A report of program evaluation efforts is given and program statistics on candidates and costs are reported. Suggestions are made for future trainers. Forms and letters related to the training project are appended, along with a proposal for incorporating the CDA Program as a regular program of the college. (RH)

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FINAL DOCUMENTATION REPORT

Forest Park Pilot Project

Grant #H-7032

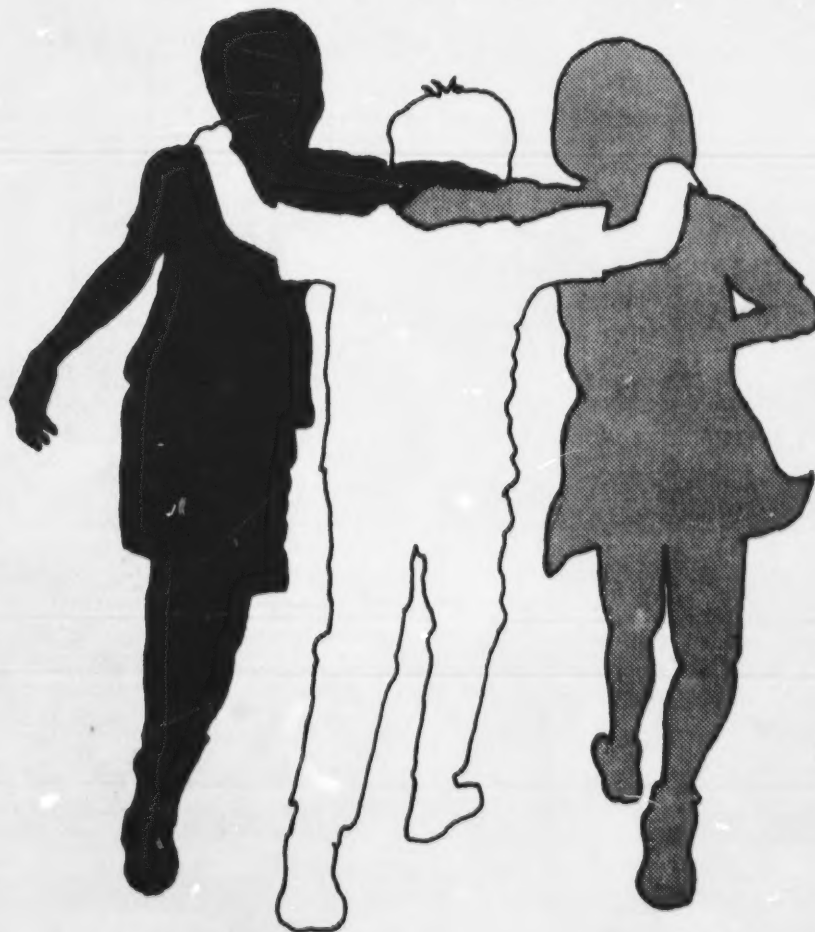
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Kathryn E. Nelson, Director



Child Development Associate
Training Project

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COMMUNITY COLLEGE OF ST. LOUIS
AT FOREST PARK

PILOT PROJECT REPORT

Some Background Material

The St. Louis Community College at Forest Park is a publicly-supported, co-ed, two-year college -- one of three in the Junior College District of St. Louis-St. Louis County. The three colleges of the District collectively serve an area of more than 700 square miles with a population of more than 1,800,000 persons.

The Junior College District was voted into existence on April 3, 1962, and the first classes began on January 19, 1963. Since that date, the district has grown from an initial enrollment of 798 students to an enrollment of approximately 22,789 students as of September, 1975.

The St. Louis Community College at Forest Park began by operating an evening program in rented facilities at Roosevelt High School. Permanent facilities were constructed on a site located on the south side of Forest Park in the western section of the city of St. Louis. The move to the new site occurred during the Summer of 1967 and construction of the final building was completed during the Summer of 1970. In 1976, enrollment at Forest Park approached 10,000 students.

Philosophy of the Junior College District

Composed of community colleges, the Junior College District of St. Louis and St. Louis County, Missouri, is concerned with the post-high school educational needs of the community it serves. The District accepts its responsibility for leadership and proposes to develop and maintain a collegiate program sufficiently flexible to adjust to the changing educational needs of the area.

To fulfill these needs, the District offers academic, technical/vocational and cultural courses directed toward the betterment of the student and, thus, of the community. The District is committed, within its area of responsibility, to the policy of providing a posthigh school education which will meet the needs, abilities and desire to achieve of all the people.

To meet the changing needs of individuals in the community, courses for adults are provided when warranted by public interest and support. These courses are usually offered in blocks of time that are convenient to the students enrolled.

The St. Louis Community College is accredited by: The North Central Association of Colleges and Secondary Schools. The organizational structure of the college is outlined on the following pages:

FOREST PARK COMMUNITY COLLEGE SIMPLIFIED INVERTED ORGANIZATIONAL CHART: 1973-74

STUDENTS

(6800)

INSTRUCTORS

(179 FT)

(154 PT)

CHAIRMEN

(7)

COUNSELORS

(15)

ASSOCIATE DEANS

(6)

ASSISTANT DEANS

(2)

DEANS

(3)

PRESIDENT

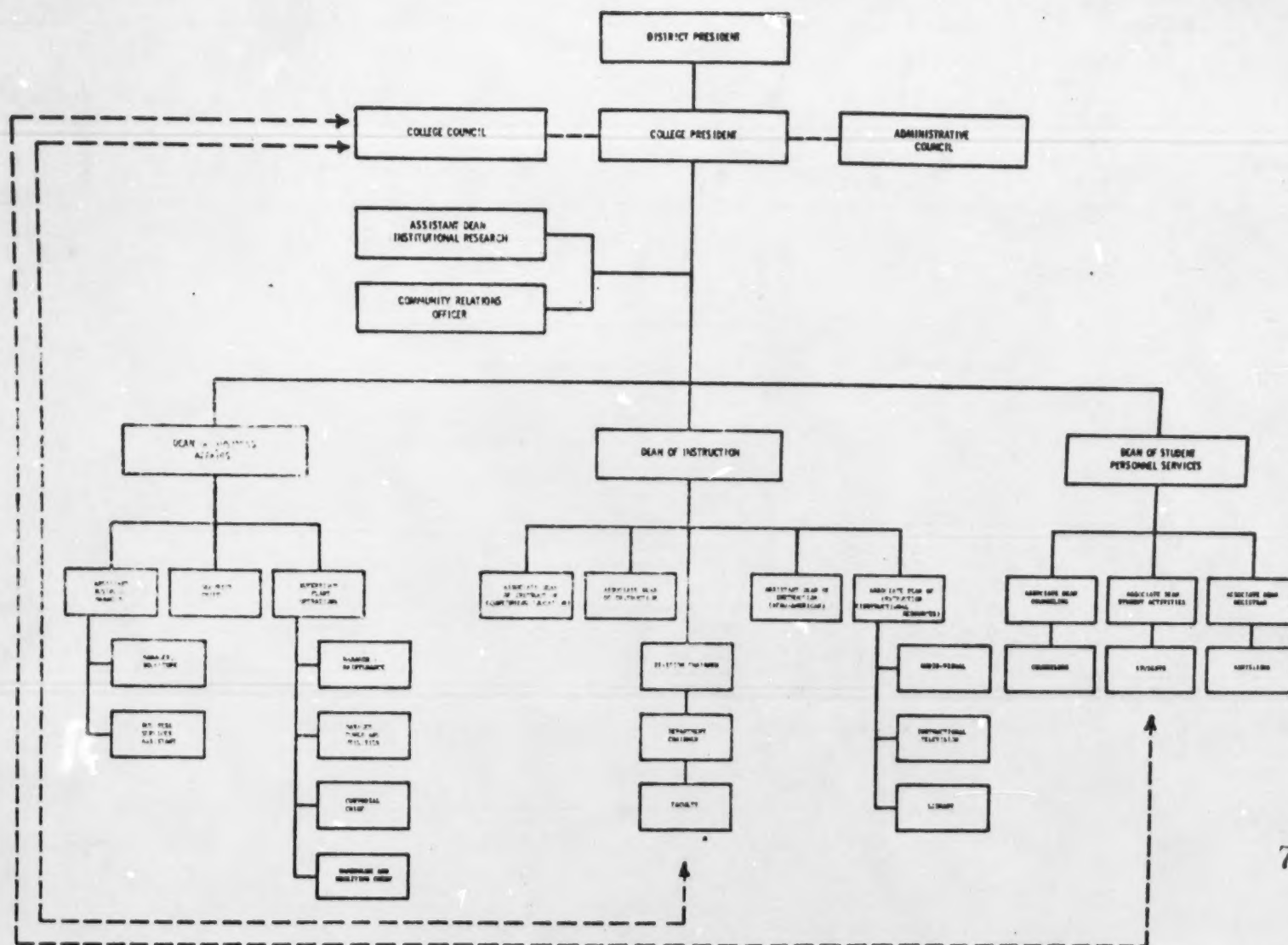
(1)

GOVERNING BOARD

(6)

THE PEOPLE

(1,800,000 in District)



FOREST PARK COMMUNITY COLLEGE ORGANIZATION

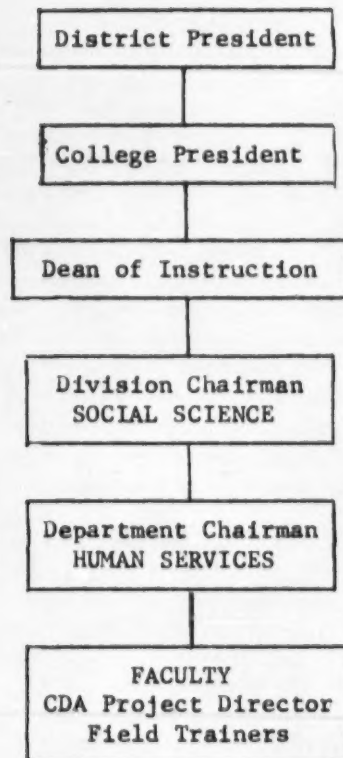
Planning Phase

In writing the proposal for the Child Development Associate Program, the St. Louis Community College at Forest Park made common cause with two other community agencies interested in staff development and standards for Early Child Development Programs. The Educational Confederation, a consortium of some 20 member schools and organizations, describes itself as an organization which "...seeks to promote, design and develop efforts at educational renewal;" "...the confederation operates from the premise that schools and teachers in the private sector must not only continue to renew themselves, but interact with the larger educational community as well." They see themselves as "...a catalyst for renewal, helping those with resources and those with need to focus on specific educational questions and then to do something about them."

The Child Day Care Association is an umbrella organization of day care centers whose major thrust is to provide quality day care. This thrust is articulated through a program of base-line training, consultation, resource-collecting, sharing and standard-keeping.

These three organizations, then, came together under a common interest in quality child development programs, training and standards. Together, they developed a proposal which, as finally approved by the Office of Child Development, was to be implemented by the St. Louis Community College at Forest Park.

The St. Louis Community College at Forest Park's CDA Program was housed in the Social Science Division, Human Services Department; thus, administrative lines were as indicated on the following page:



This meant that the Child Development Associate Program was an integral part of the life of the college from the very beginning. The dean of Instruction gave technical assistance in developing a system for granting credit and maintained liaison with the Committee of Instruction of the three colleges comprising the Junior College District. (Any program on any one of the campuses must be approved by this council.)

The Chairman of the Social Science Division gave assistance in the administrative work involved in staff certification and the development of procedures for implementing the CDA Program.

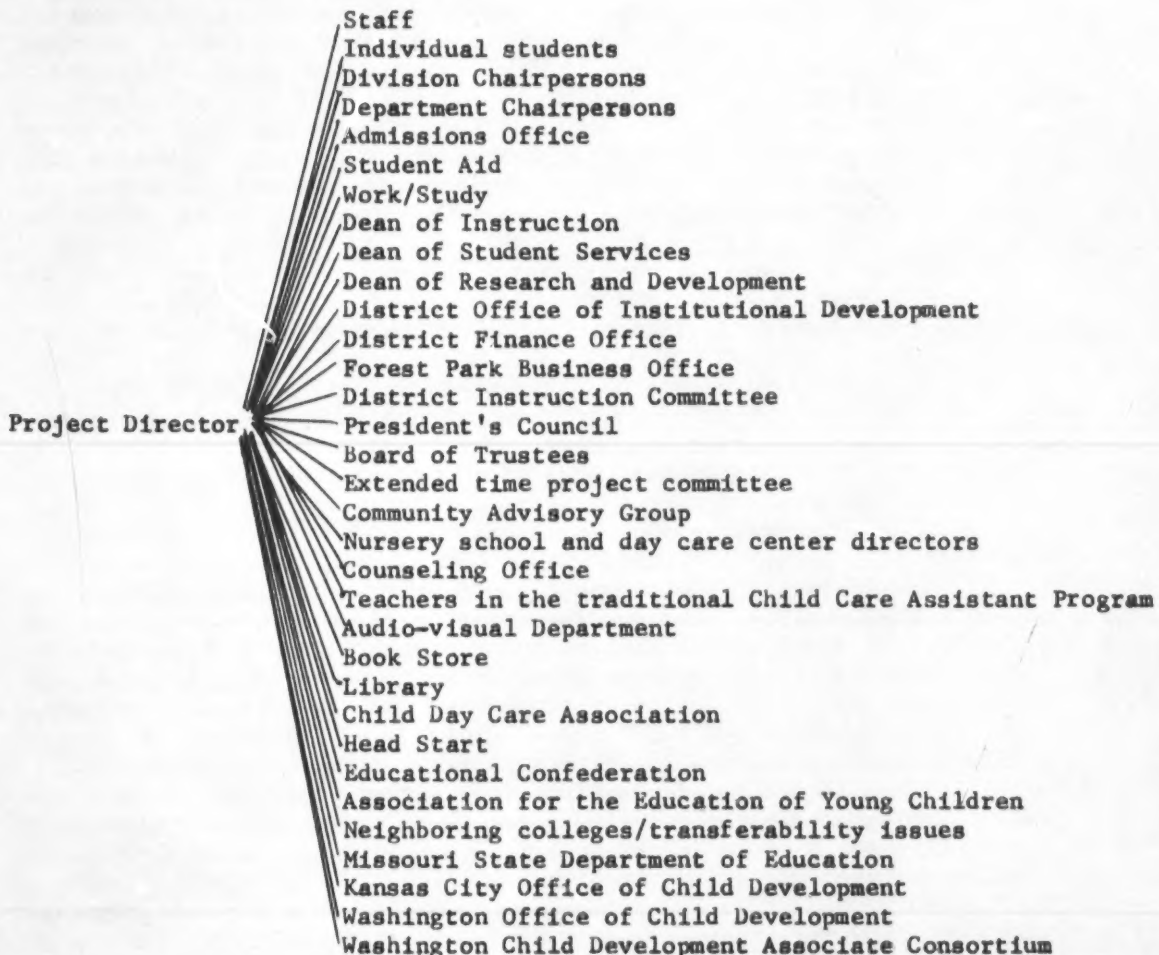
The Department Chairperson spearheaded the administrative work of the CDA Program. She worked with the Project Director and the staff in the development of admission procedures, course outlines for district approval, the registration procedures, and communication with a variety of agencies to be involved in the project. She also organized the recruitment and selection of trainers.

The Project Director organized the staff selected to develop and to write course outlines, worked with the Dean of Instruction to develop a model for credit, appeared before the District Instruction Committee to answer questions and to clarify the CDA concepts, appeared before committee groups for purposes of recruitment and

coordinated the efforts of trainers in this endeavor. She was also charged with staff development and training.

Launching Phase

It might be interesting to take a look at the variety of persons with whom the Project Director made contact in the process of launching the project:



Staff Training

In selecting the staff, we deliberately chose those persons with a Master's level preparation as required for instructors by the college and also with a background both in actual Child Care Center experience and staff development. Training of the staff, then, was the business of totally immersing ourselves in the CDA concepts so that the many-faceted role of trainer began to emerge.

Our commitment was to the development of the individual student in an individualized curriculum. We were committed to the development of a support group where students could assist each other, learn to understand each other's problems, and to share their excitement in working with young children and their commitment to improving their skills. Further, we were committed to involving the student in decision-making vis-a-vis their development. It was our belief that if she* could become responsible for assessing herself and committing herself to promoting personal growth and development, she could then become involved creatively in the assessment of strengths and weaknesses in young children and plan and execute programs that would help them to grow and develop.

As we explored the parameters of this task, it became obvious that the role of trainer was to model the teacher/learner relationship that we hoped the trainees would use as they related to young children.

- They would individualize because they had been treated as individuals;
- they would feel the value of groups because they had been part of a supportive group;
- they would appreciate individual differences because their individual differences had been recognized;
- they would be enablers of children because they had been enabled by the trainer-trainee relationship;
- they would be challengers because they had been challenged by the trainers.

The writing of the modules of study by the Director and trainers became a part of the staff training process. That is to say, the actual development of the modules required that we work through the process of how we would implement those modules as they were being written. The process was very much like drawing a map to lead through uncharted territory. It was both challenging and frightening. None of us had ever operated exactly in this fashion before and we pieced together bits and pieces of our own experience with teacher training in the facilities in which we had worked, emphasizing those experiences that we had seen work effectively and using these as springboards to new ideas and methods. The process required reading and re-reading volume after volume of child development material while struggling to internalize our unfamiliar model.

Our first efforts were three modules related to Competency A: "Setting Up A Safe and Healthy Learning Environment" and it was in

*Throughout this document, the CDA is referred to in the feminine because the vast majority of child care workers are female. This in no way is meant to undervalue the importance of the male child care worker in the life of the child care facility or in his relationships to children.

the development of these three modules that we began to develop concrete plans and to define the role of the trainer in the development of the Child Development Associate. It was obvious, from day to day, that this was the crucial role and that the effectiveness of the trainers would in large part determine the CDA candidate's success.

Selection of Candidates

In projecting population to be served, it seemed important that the program be relevant to the total needs of those in this community working with children in the 3 to 5 age range. These were projected to include nursery school teachers, day care workers and Head Start workers. In our recruitment efforts, we sought to reach teachers from the inner city and from the outlying county areas, those serving children for a few hours a day and those assuming the parent-surrogate role.

It is only fair to say that recruitment of candidates had begun in the Spring of 1973 before the Grant was received at the college. The Project Director, then President of the St. Louis Chapter of the Association for the Education of Young Children, had worked with the State Conference for which St. Louis was host that year. The Conference planners decided to bring to the Conference information about the development of the CDA Credential and its meaning for those of us involved in early childhood education here in Missouri. Dr. C. Ray Williams, then Director of the National Consortium, was invited as one of the featured speakers for that conference and gave life to the CDA concept. Many members of the organization had initially heard about the CDA concept from Dr. Edward Ziegler in Minneapolis at the national AEYC conference. Thus, when the grant was received, we were ready to begin formal recruitment in the St. Louis metropolitan community. The CDA concept was at least familiar to many with whom we would confer. One trainer manned a booth at the annual "Educators' Fair", sponsored by a local group of early childhood educators. On this occasion, flyers were issued, describing the projected pilot project and inviting further questions and applications at the college. The Child Day Care Association, co-sponsor of the project, in fulfilling its role of providing in-service training opportunities for day care workers, offered the CDA Pilot Project as an alternative for gaining this training. The program had a special appeal for those workers interested in college training and professional recognition. Here was an opportunity to use their job site as a part of the training process and gain college credit within a more flexible time commitment structure. The program would allow them to move at their own rate; thus, removing some of the anxiety of keeping up while fulfilling their responsibilities to home, family and job.

The Educational Confederation, third co-sponsor of this project, made contact with its constituents, described the project and recommended that teachers looking for training opportunities consider the CDA. The aspects of the program which appealed to the day care workers also had a special appeal to this group.

The St. Louis Head Start office was contacted and the Pilot Project was presented to those Head Start officials responsible for Head Start Supplementary Training. HSST students pursue college programs in order to upgrade their skills and effectiveness in the Head Start program. Since they, as a group, shared some of the same constraints as the other two groups, it was felt that this program would also have a special appeal for them. Further, the project felt a special responsibility to maintain a certain number of openings for Head Start students since the CDA had been designed with a special eye to the needs of Head Start. Because the Head Start experience had been one of constant growth and change, there was some skepticism about the CDA Pilot Project. However, opportunity was given to address several organizational meetings of Head Start teachers to describe what the CDA Pilot Project would be like and to answer teachers' questions.

Within the regular college program at Forest Park, the Chairperson of the Human Services Department, in counseling with students about a career in Child Care, offered the CDA as a possible choice of programming to students for whom this program seemed most relevant.

Another group involved in recruitment were members of the early childhood community in St. Louis who had served informally as advisors in the development of the program. These persons took information and application blanks to their constituents and offered them an opportunity to become members of the first CDA training group. A number of these informal advisors later became members of our formal Advisory Committee.

Attached (See Appendix) is a copy of our application letter and application form. The letter required that students fill out the forms which would give us some indication of their family life involvement, previous training, present employment and an evaluation of themselves as they related to the six competencies and the personal qualities described for the CDA. Further, prospective students were also asked to write a letter in their own handwriting explaining why they thought they should be a CDA candidate. This letter gave us an opportunity to:

- 1) begin to have some notion of the students' ability to write legibly and to express themselves in their own words;

- 2) to perceive what expectations the candidate had for CDA training so that any misconceptions could be dealt with in the interview process.

A third procedure was to ask a friend of their choice to write a letter explaining why they thought this person would make a good teacher of young children. This provided an opportunity for us to see the person through the eyes of some member of the community who would be chosen because of the positive things they might say. A further application task was to make a list of ten things (experiences) the prospective candidate would like to have happen to a child in a child care facility. This was a most telling document. The choice of these ten experiences reflected much about the student's view of the child in the center setting. Some placed emphasis on things the child should be able to do as "say their ABCs", "bounce a ball", etc. Some moved into the realm of a philosophy of development, emphasizing experiences such as warmth and development of a positive self-concept. Others spoke in purely behavioral terms relating to the child's ability to share, to respond to discipline, and get ready for public school.

More than a hundred applications were received for the 54 available slots, called for in the program design. The Project Director and the trainers proceeded with the task of interviewing all of the candidates who had submitted applications. In these early interviews our goal was to ascertain some notion of the following:

- 1) Applicant's notion of what their task in early childhood development was all about.
- 2) How they saw themselves and their roles in the child care facility.
- 3) Their perception of their strengths and their needs for improvement as child care workers.
- 4) Their perception of themselves as learners in a formal educational setting.
- 5) Their understanding of what their commitment would be when they became trainees in a CDA Program

In the course of these interviews, we discovered that some of the applicants had jobs in fields other than child care and could not commit themselves to working half-days in the field. These persons were counseled into the Child Care Assistant program at the college which would permit them to take child care courses scheduled at their convenience.

Some of the applicants, upon hearing more about how the program worked, felt that they wanted formal course work in child care rather than an experience-based program. These were also counseled into the Child Care Assistant program.

Other students had understood that this program would give them credit for prior experiences as per the CLEP model in the college. These students did not want to be involved in the processes of pre-assessments, visits and conferences, and continued input sessions. These were problems of clarification.

The first 54 candidates were selected largely on the basis of a preconceived grid which would provide for the Pilot Project a multi-faceted student body; students from Day Care, private nursery schools and Head Start; white students and minority students; students with varied educational backgrounds and a few students who were having their first experience in the field of early childhood education.

These trainees were distributed according to the following categories:

Number of trainees selected in Reporting Period		Number of trainees selected in Reporting Period	
<u>AGE</u>		<u>TEN OR MORE COLLEGE CREDIT HOURS IN THE FOLLOWING AREAS</u>	
19 - 20	3	Early Childhood Educ./Development Elementary Education	16 5
21 - 25	8		
26 - 45	35		
46 and over	10		
<u>SEX</u>		<u>ONE OR MORE YEARS PREVIOUS WORK EXPERIENCE WITH PRE-SCHOOL CHILDREN</u>	
Female	56		
<u>ETHNIC GROUP</u>			
Black	31	Day Care Center	18
White	25	Kindergarten/Nursery	14
		Head Start	18
		Other	1
<u>MARITAL STATUS</u>			
Single	11		
Married	37		
Separated/ Divorced/Widowed	8		
<u>HIGHEST LEVEL OF EDUCATION ATTAINED BY TRAINEE</u>			
High School			
Graduate	3		
Some College	49		
Community/Junior College Graduate	2		

The enthusiastic response to the first recruitment effort had both advantages and disadvantages.

As to advantages:

- 1) The response allowed us to choose a first group that would be representative of the broad spectrum of needs and interests of the metropolitan community and responsive to our projected program goals.
- 2) A pool of potential students was developed which allowed for the replacement of students who dropped out as they learned more about the realities of the CDA Commitment.

As to the disadvantages:

- 1) We were obliged to deal with the frustration, and even anger and hostility, of the students who did not get selected in the first group. We responded to this by assisting these potential students to begin to accumulate their general education requirements in some cases and, in others, to take 36.105 CHILD GROWTH AND DEVELOPMENT from the Child Care Assistant Program which was transferable to the CDA Program.
- 2) Because an overflow group remained from this first recruitment effort, subsequent applicants had to wait until these individuals moved into the program. In some instances, such individuals could be plunged into existing courses that would move toward the acquisition of the degree. In cases where they wanted the credential and not the degree, this was more difficult to manage. Though we dealt with each case individually, it was a time consuming process at a time when many other priorities existed.

The CDA Training Program at FPCC - Making It All Work

The Pilot program at the St. Louis Community College at Forest Park shared the following characteristics with all the other Pilot Projects:

- "1) Training is geared toward acquisition of the CDA Competencies;
- 2) Academic and field work are a set of coordinated experiences;
- 3) A minimum of 50 percent of the trainee's time is spent in supervised field work;
- 4) Training is individualized according to the strengths and weaknesses of each trainee with respect to the CDA Competencies;

- 5) Flexible scheduling allows each trainee to complete the training within a range of time that varies from several months to two years, depending on the trainee's previous experience, expertise, and aptitude in acquiring the CDA Competencies."*

The Forest Park Model was organized as follows:

Trainees were placed on selected training sites. (In many instances, the trainees' job was the training site.)

On-site supervisors provided day to day contact with trainees, answering immediate questions, offering explanations, information, sharing reading materials and providing immediate feedback on the trainees' performance.

Trainers were key persons, professionally competent in Early Childhood. They worked with students to:

- 1) help them understand the modules;
- 2) help them assess what they already know and determine directions they should take in becoming competent;
- 3) make contracts with students regarding work to be undertaken, deadlines to be met, and help them to choose and/or prepare documentation of their competence;
- 4) review readings, papers, and other assignments individually or in small group meetings;
- 5) give guidance and counsel to trainees regarding their developing competency and their readiness to apply for the national CDA credentialing process.

Classroom sessions were conducted at the college, at field sites and other community resource centers. Whenever there were students who were more advanced than the program being presented, independent study arrangements were made.

Students in the CDA Training Program entered into the following agreement:

The Program Commitment to the Student:

-To provide modules of study to become the basis of your individual training.

*The CDA Program: The Child Development Associate - A Guide for Training. Department of Health, Education and Welfare. Office of Child Development, P.O. Box 1182, Washington D.C. 20013. April, 1973. DHEW Pub. No. (OCD) 73-1065

- To provide classroom work related to the competencies to be developed.
- To provide observation, direction, guidance, counsel and evaluation that will assist trainees as they move towards competency.
- To listen and constantly attempt to upgrade the quality of our assistance as you strive for competency;
- To provide counseling to assist students as they plan for further education in the field.

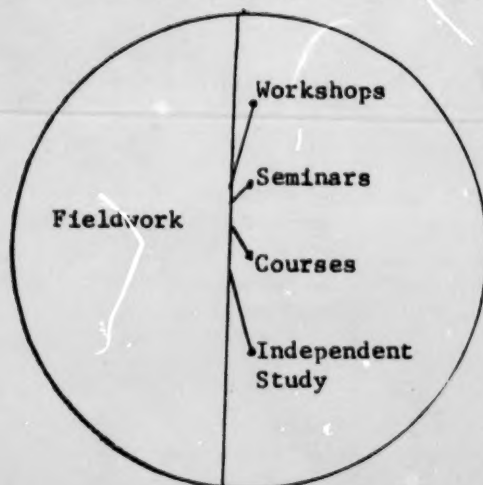
The Student Commitment to the Program:

- To read the modules carefully.
- To evaluate your abilities according to the criteria set forth.
- To decide what you need to know (based on the criteria) to become more competent.
- To discuss your training needs with your trainer.
- To make contracts or written agreements with your trainer. in which you decide on what work you will do and set deadlines for yourself.
- To complete modules to you and your trainer's satisfaction.
- To communicate your problems, misunderstandings to trainer or director to keep training as effective as possible.

In our initial effort, each trainer was responsible for overseeing twenty trainees. The trainers' main responsibility was to visit and observe each trainee. On the basis of observations and assessment tools in the modules, trainers, in collaboration with trainees, assessed the strengths and weaknesses of individuals. Through conferences and counseling with the trainer, the trainee was helped to organize and plan her learning experiences. Post-assessments and remediation experiences were overseen by the trainer and helped trainer and trainee decide that the trainee was competent in an area and could document that competency.

Trainees attended one three-hour session per week at the College or some other designated place. The different learning styles of the trainees dictated the necessity for incorporating multiple resources: books, films, films strips, tapes, lectures, workshops, pamphlets, papers and resource persons.

The trainees' time in the program is best represented by this diagram:



CDA trainees, guided by trainers, worked independently on modules of study relating to each specific area of competency as delineated by the National CDA Consortium. Trainees could move at their own rate in this part of the training process.

Intensive input sessions on Thursday nights related to the area of competency covered by the courses for which the student was registered. The first semester of students registered for courses dealing with the Child and His Growth and Development and the Child and His Environment. Students registered for:

36.105 A SURVEY OF CHILD GROWTH AND DEVELOPMENT	3 Cr. Hrs.
89.150 ORGANIZATION OF CLASSROOM EQUIPMENT AND MATERIALS	3 Cr. Hrs.
89.151 HEALTH AND SAFETY IN THE PRE-SCHOOL	2 Cr. Hrs.
89.152 PLANNING AND SCHEDULING IN PROGRAMS FOR YOUNG CHILDREN	1 Cr. Hr.
89.261 LEARNING THEORIES IN EARLY CHILDHOOD EDUCATION	2 Cr. Hrs.

"Courses" were redefined from a simple contact hours formula to represent a combination of field work, including observation and field instruction, independent study guided by modules and assisted by trainers, and intensive input in the form of lectures, workshops, films and other learning resources.

As designed, the formal study sessions would over a period of time deal with the theoretical and philosophical basis of the pre-school experiences; theories and research about how children grow and develop; principles of pre-school education; human relationships--child/child, adult/child, adult/adult in the pre-school and in family life; and exposure to management concerns in the pre-school environment. These sessions were chaired by practitioners in the early child care field, by visiting lecturers from nearby colleges and universities and by representatives of a variety of community agencies.

Experiences in the field brought trainees into active contact with young children and their families and many questions were raised. Study sessions, module work, trainer/trainee conferences sought to answer questions raised by field experiences. Field experiences gave greater meaning and depth to academic experiences. Through this set of integrated experiences, trainees would develop competency.

Curriculum Development

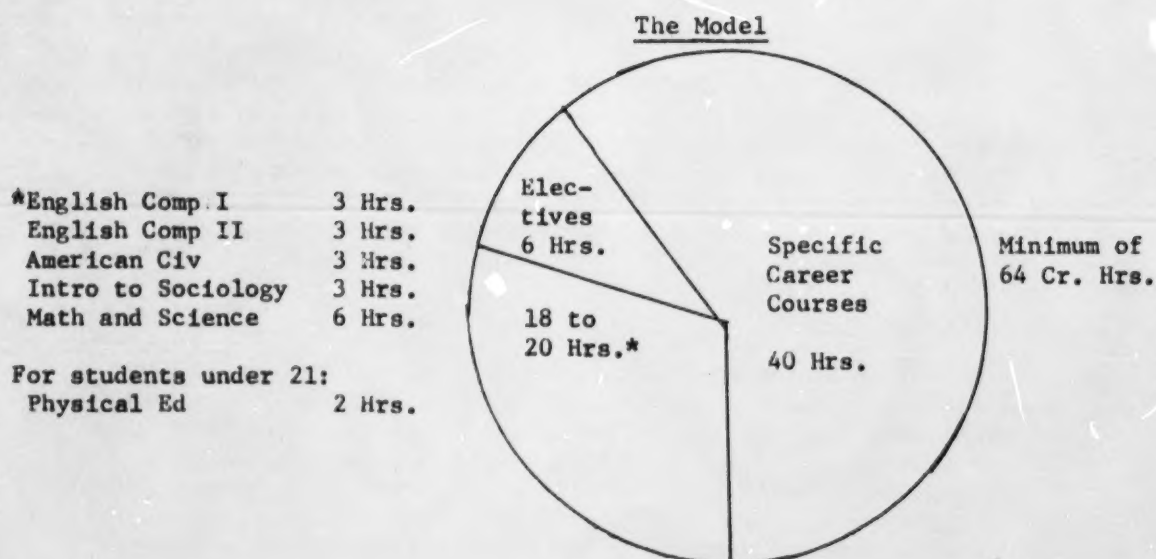
In the development of the CDA Program at Forest Park we had a choice of two routes. One was to develop a program independent of the College-- an "experiment" which is a typical "soft money" approach. The other was to develop an on-going process which would fit within the structure of the college. We chose the second route.

Within our organization we had to deal with the following kinds of concerns:

- What would the courses be?
- What names and numbers would they carry?
- How would we grant credit for an integrated approach to learning and experience?
- Would this be an AAS Degree Program or would it provide access to the credentialing process and grant a certificate of proficiency?
- How could we put a non-traditional course structure into the computer?
- How would we provide for registration of students in a non-traditional program?
- How would we provide the multiple resources which the program design demanded?
- How would we organize ourselves within the semester structure?
- How could we insure that a student would receive proper credit if he left the program without having completed all the courses?
- How could we insure transferability?
- How could we maintain flexibility and live within the established system?

The problem was to take the career course model of the College's career programs and use it as a framework for developing a CDA curriculum which would award an AAS degree. By so doing, the problem of transferability would be made more manageable since those issues which had to be negotiated with the State Department of Education and with the State Department of Vocational Education had been resolved in the structure of the model already in use.

See model on following page:



The next step was to analyze topics covered by the competencies and weigh them by plugging them into our traditional child care program. This analysis (See Appendix) yielded some notion of acceptable time frames for each set of topics. A set of topics was broken down into logical units and each was projected as a course. Competency A: "Setting Up A Safe and Healthy Learning Environment" yielded Health and Safety, Environmental Design and Pre-School Scheduling as major topics. These major topics were developed to cover as completely as possible all the concerns delineated in the competency statements.

In naming the courses, more traditional course names were chosen in order to facilitate communication with receiving schools accustomed to dealing with a more traditional organization of Child Development courses. (See Appendix) Thus, Health and Safety became 89.151 HEALTH AND SAFETY IN THE PRE-SCHOOL; Environmental Design became 89.150 ORGANIZATION OF CLASSROOM, EQUIPMENT AND MATERIALS; and Pre-School Scheduling became 89.152 PLANNING AND SCHEDULING IN PROGRAMS FOR YOUNG CHILDREN.

In addition to courses relating directly to the competencies, a decision was made to provide for instruction in Child Growth and Development and Learning Theories in Early Childhood Education on a more structured level. These incorporated lectures, films, film strips and selected readings. They were considered to be a baseline to be referred to throughout the course of training and were required of all students, even those not aiming for the AAS degree.

As the competencies were translated into courses, a pattern began to emerge which provided a conceptual framework for the curriculum: Semester I would deal with the Child, His Growth and Development and his relationship to the Environment. Semester II would deal with Children, the Teaching/Learning Process and the Development of the

Self-Concept. Semester III would deal with the Human Relations aspect of the child care enterprise. These three semesters concluded work with the competencies.

The Fourth Semester was seen to supply a number of different needs:

- 1) An opportunity to explore the personal capacities and qualities of the Child Development Associate as they related to each of the six competencies.
- 2) An opportunity to concentrate in one area of interest in order to develop some special skill in depth.
- 3) An opportunity to review the competency areas and develop further documentation.
- 4) An opportunity for those who were not interested in the AAS degree to exit the program early.
- 5) An opportunity for those who wanted the AAS degree to receive credit for additional work.
- 6) An opportunity for those students moving through the competencies at a slower rate to catch up and complete the module work.

Thus, the design allowed for review and reflection, in-depth skill development and options within the program.

From Design to Reality

In our original design we had seen ourselves placing students in selected training environments. The reality was that students needed to be trained on their own jobs. This had both advantages and disadvantages. The advantages were that we had an opportunity to impact the total system of the center through the training process involved with one student. It made the training process accessible to students who could hardly spare the time to visit another center, let alone leave their center for a number of hours at a time. Often the centers underwrote some of the expenses of school attendance for a student when they anticipated the direct benefits that such training might provide. Students were obliged to deal with the real world of their own setting and to use a problem-solving approach within that setting. They dealt more with "what can I do to make this a more effective learning experience for the children in spite of the limitations of space, budget, etc.?"

In more ideal settings students are surrounded by the "way it should be" and when they return to their own real world setting may be frustrated by the very conditions in which they are obliged to work. The ideal situations may never have given them skills

to deal with such environments.

The disadvantages of being trained at one's job site are that often the student became a threat to others in the setting who refused to give needed support and even put stumbling blocks in the way of training. Such students needed a good deal of personal support from their trainers. Training in their own site often denied the student the kind of modeling that would have been supportive of the training process.

In the original design we envisioned the use of multiple resources: a reading room where students could consult written materials at their leisure, workshops scheduled at various times that would involve a variety of community resources, film strips and film showings to be scheduled at various times, guest lecturers and cross-visiting between schools. The reality was that we had a difficult time finding one evening when students could commit themselves to a three-hour segment of time that would be devoted to CDA! pursuits and concerns. Thus, Thursday evenings became a focal point for the CDA concentrated input. The problem, then, was one of using that three hour period to the best advantage while dealing with a whole variety of needs of the students and objectives of the program.

The students needed to better understand how the CDA really worked. In those early days there was no model except the one they received verbally and in a printed abstract. It is interesting to note that some of the very students who told us in their initial interview that they had never been successful in the traditional approach to schooling and wanted to try a new approach were the same students who had difficulty internalizing the concept of self-assessment and personal involvement in planning for their own growth. They demanded assignments and appropriate "nagging". The concept of the program had to be explained again and again. A CDA Self-Evaluation (See Appendix) was developed to help these students become more self-sufficient and effective in participating in their own training.

Another need of the group was to develop esprit de corps; they were a diverse group and felt alienated from one another. They had come from different parts of the city and county. They came from a variety of ethnic and racial groups and represented a variety of socio-economic groups. They needed opportunities to find each other, to reveal themselves to one another, to share with one another. Thursday nights had to take care of this communication also.

The need for a strong knowledge base demanded that they receive solid academic presentations that would raise issues, which could be pursued further in independent study.

Individual student need demanded that time be set aside for discussion of the presentations so that students might have an opportunity to check their perceptions of the materials against the perceptions of other students, search for clarification of vocabulary and illustrate, from their own experience, that they understood the concepts presented.

Needs of the students to maintain constant contact with their trainers, especially in those early days, to work for the development of a trust relationship necessitated that at least a portion of the Thursday evening time be available for them to make contact with the trainer for support, challenge or process.

Thursday evening then became like the hub of a wheel from which all sorts of activities emanated and into which they came into a focus.

Components of the Training Program

On-going Curriculum Development

The first three modules, developed before the program began in August 1973, were based on a model derived from a Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs by Robert L. Arends and John A. Masla of the State University College at Buffalo and Wilford A. Weber of Syracuse University. We received a copy of the Seattle University Competency Project for Child Development Associate which proved to be of great assistance to us as we explored the uncharted waters of developing a competency-based format.

The modules which we prepared were written as study guides to help individual students to focus on specific areas of competency. The six competencies were subdivided into chewable bites and there was a specific form designed to do consciousness-raising, develop a repertoire of resources, hold up a picture of competent behavior and help the student commit herself to growth and the task of choosing where to begin that process of growth.

Modules were designed as follows:

- I. The Introduction tells why this particular area is important to the development of competency.
- II. The Pre-assessment helps the student (trainee) and trainer to decide where there are strengths and weaknesses in the trainees knowledge of the subject and so to decide where to begin.
- III. The Terminal Goals say where we would like for the student to be at the end of having worked through the module.
- IV. Performance Criteria is a listing of behaviors observed in competent teachers. The trainee can look for herself in these descriptions and, perhaps, choose some behavior she would like to begin to practice.

- V. Knowledge Criteria sets some bold general outlines of knowledge that the trainee ought to have explored either during the training or before.
- VI. Learning Experiences suggest some exercises that will help the trainee to move towards competency.
- VII. Learning Resources suggest some books, films, tapes, etc. that might help the trainee to become more competent.
- VIII. The Post-Assessment is a tool for determining how far the trainee has come in developing competency in the prescribed area.
- IX. Remediation may be prescribed when there are gaps in the student's performance.

The Program received assistance in the development of succeeding modules when an Extended Time Project was funded. This funding compensated half-time staff members for the additional time necessary for these pursuits. Later, individual staff members were hired on a consultant basis for required writing time. The Project Director, as a full time employee of the project, carried a major share of the responsibility for the writing. By these expediciencies, thirteen modules were prepared by the middle of the third semester (about November 1974).

One of the things that needs to be reported is the on-going discussion within the project of what the modules were going to be.

In one model, the modules contained the bulk of the materials related to the training process. In this model, the modules were textbook and a guide to competency. They were complete and self-contained. This model was attractive in many ways. However, further discussion gave support to the development of another model. In this model, the modules would introduce the student to a problem-describing, problem-solving orientation to training. Rather than a source of training information, the modules would introduce the student to current literature in the child development field. The modules assumed some minimal competency in dealing with young children.

Learning activities began with the concrete experiences of the trainee's own center and moved out into the larger world of principles and research data. The latter model was chosen for the development of our modules but pressure for the "textbook" approach has continued.

Another on-going discussion has been whether our program has followed a classic, competency-based model. The language of the Performance Criteria which we have developed has not always involved observable behavior. The myriad variables in the life of a pre-school center on any given day seem to place all-encompassing statements of Performance Criteria far beyond our reach. Given these realities, we have identified issues with which the student must grapple and then apply to the here and now. It is our goal that our students become competent in that they have a sound knowledge base and a growing repertoire of appropriate activities, resources, responses and action

alternatives. We want them to know how to manage activities through planning, projection, evaluation. We want them to be decision-makers bringing their knowledge of family staff, center and individual needs into proper focus. We want them to be persons who can accept and deal with their own feeling and the feelings of others. It is hoped that the work encompassed in the modules will serve to help them to develop in each of these areas of concern.

These concerns have directed staff as they have developed a second edition of the modules. The process has focused on bringing integrity and wholeness to the modules so that the goals are more fully expressed in the Performance Criteria which are grouped according to common foci. The Learning Activities are more closely related to the Performance Criteria and incorporate the Knowledge Criteria. The Assessment processes are more closely related to the Learning Activities. The second edition of the Forest Park CDA Training Modules comprises sixteen modules. The last three modules were added in response to the needs of the students in relating to the credentialing process which had developed since production of the first edition.

A third edition has attempted to respond to all of the insights developed by staff in three years' experience in dealing with trainees. One major revision is in the design of the Assessment. This new arrangement proposes to provide a more efficient and more clearly defined combination of terminal goals, pre-assessment and post-assessment. Properly attended to, this new Assessment will provide most of the material necessary to the development of the Portfolio required for the credentialing process. In demonstrating competency in a given area, documentation statements will have been completed. Clarification of the conceptual framework of the modules is attempted through lead-in statements which cue the learner into the subject matter. Performance Criteria become Indicators of competent Adult Behavior in the new format, thus labeling them more accurately.

Responding to the Needs of Individual Students

1. Students are visited individually at their field sites where they receive and participate in observation, on-going assessment, planning, projecting, contracting, counseling, challenging, encouragement and support.
2. Students move through the modules at their own rate.
3. They may work through, test out or challenge.
4. Learning Activities are tailored to individual need by trainers and trainee.
5. Learning Resources are matched to the trainee's learning style as nearly as possible.

6. Students develop from their own experience statements of the relationships between the competencies and the personal capacities.
7. Students choose a specific area of interest and pursue it in depth. Examples of such areas are puppetry, teacher-made materials, language development activities, integration of children's literature and the program of the center and many others.
8. Group functioning permits and demands that individual students share their life and experiences.

Field Experience

Ideally, field instruction could best be accomplished in a properly appointed setting where supervision is geared to the development of learning. In some instances, we had this kind of setting. In such settings, students grew and developed beyond our wildest dreams. Students for whom this was a first time experience with young children overtook their counterparts who had been a part of the profession for a longer time. The on-site supervision given by knowledgeable professionals with skill in staff development practically doubled the effects possible in less fortunate settings.

The field experience provided the possibility of growth for other staff members. In some settings, it became the CDA trainee's task to share her learning, training problems and findings in the literature at in-service times. Thus, the trainee became trainer and thereby reinforced her own learnings. In some team teaching situations, the member in the program shared with the team member not related to the program and the two applied themselves to dealing with issues and learning problems. In other examples, trainees applied new learnings immediately to problems of their own center, e.g. one trainee volunteered to work out scheduling problems of her center when summer staff added to their numbers and capabilities.

The effects of field experience were often short circuited by lead teachers, threatened by the sudden growth and verbalism of their assistants. Poor models often reinforced behaviors that should have been transformed. Occasionally students were caught in a cross-fire between new alternatives which they discovered with their trainers and inhibitions against their implementation imposed by the leadership. In a few extreme instances, we actually helped students to find more suitable employment.

Above and beyond all the typical cross fertilization between academic and field experience described elsewhere in this document, a few notable examples require reporting. In exploring home/school coordination, one of the trainers developed a format for exploring attitudes about marriage, home, family and the problems of single parenting. This was a fantastic experience for all who participated. It gave opportunity to explore values, feelings and experiences. It raised awarenesses of those who believed they came from very stable

family communities when they realized the number of single parents whom they knew. Others who lived in communities where there had never been divorce came to better understand problems of the parents with whom they dealt daily. Such experiences have immediate impact on persons and on the program.

In another center where two trainees brought their academic work in staff relationships to a general staff meeting, insights into previously unrecognized problems were developed and the entire center began to move toward their resolution.

One trainer bragged about how she had responded to a parent who complained that the children were spending so much time playing and so little time in learning activities. She was proud to have been able to take the parent and point out ways in which the children were learning through play.

The joy of a well-functioning CDA program is to watch trainees make connection between principles and program--between concepts and conduct.

Assessment

Our original conception of the CDA design was that students would receive an initial assessment at entry into the program and that assessment would give direction to the area where the student would begin her training. This would require a sophisticated assessment tool that would accomplish a total assessment of performance and, in turn, would require a full set of training modules. A student showing weakness in language development, parent involvement or self-concept could be referred to those modules. There were several problems involved in this particular model for us.

1. We did not have a completed set of training modules; therefore, did not have even the primitive assessment tools we later developed.
2. Given the varied background of our students and the fact that many of them had not been in school for a number of years, assessment was a new concept to them and they would have seen it as another test that they were bound to fail.
3. To give students the flexibility of beginning at any point in the training would have meant organizing intensive in-put sessions and supportive resources to cover all of the areas involved in the competency statements. We had neither capability nor personnel in those beginning days to deal with that complexity.

In order to develop a predictable management structure, we opted to register students for one bloc and begin another bloc according to their own training pace. Adversely, a student might receive an Incomplete at the end of the academic semester and complete the work of bloc I in Semester II.

Each module began with our assessment process and ended with a post-assessment or, when required, remediation. A student registered for a bloc, completed the assessment processes related to that set of modules. When all the modules were completed, either by actually working through them or testing them out by completing a "challenge" activity, then the student's record showed her to be competent in those areas.

The observation techniques developed by the trainers provided evidence of competency in other areas as well as the area of focus. Several techniques were developed and used according to the needs of the trainee or the trainer. In one type of observation, a line is drawn down the center of the page. On one side of the page, the observer records verbatim all that occurs. As nearly as possible, behavior, verbal exchanges, significant environmental factors are all recorded sans comment. On the other side of the page comments are added. They may reinforce, "This was a fine way to handle this situation" or question, "What did you have in mind when you made this statement?", "Did it communicate what you were thinking?" or they may ask for alternatives, "What other ways might you have used to handle this situation?" or they might simply comment, "This child seemed anxious to me. Can you tell me about him?" A comment might ask the student for some projection into the future, "How do you plan to help this child move from here to there?" Comments were always discussed with the trainee and a copy of the entire observation left for his guidance.

Another observation technique used was to take two sheets of NCR paper and mark them into the six competency areas. (Later we used the 13 functional areas.) As the trainer observed, notations were made under the appropriate areas. Copies were shared with the trainee and discussions clarified issues, defended actions taken, searched for alternatives and gave new directions.

A third type of observation was the focused observation. In such an observation, the trainer and trainee would often jointly decide that it would be helpful to have data on how that area was being handled. On some occasions, the trainer would decide to observe in a specific area where there had been a problem or in an area of strength which would help the student gain insight into why certain behaviors achieved superior results. In this type of observation, the focus might be to document ways in which the teacher supports language development in the children, ways in which the trainee managed in the area of discipline, management of transition times or some other area. This type of observation also yielded valuable data.

Other types of observations were suggested in Learning Activities of the modules.

The Pre-assessment and Post-assessments of the modules, the various observations of the trainees made by the trainers and the continuing self-assessment of the part of the trainees all came together to provide an on-going assessment process which would assist in the development of competency.

Trainees completed modules in various ways:

1. A trainee might complete the module by successfully completing the Pre-assessment process.
2. Often trainees who had successfully completed the Pre-assessment process felt more secure if they did a "challenge" exercise. The challenge was usually a project which gave the student an opportunity to organize her ideas around salient issues related to the area of focus. The challenge might be a book review, a bibliography, a paper, a plan for a parent presentation or an in-service training meeting.
3. A trainee might complete the module by checking Performance Criteria and Learning Activities that would speak to a perceived weakness.
4. A number of students followed through on the bulk of the Learning Activities out of their own desire to raise their level of competency in the subject matter.

Exit Assessment (prior to Consortium Assessment)

The CDA Program of St. Louis Community College at Forest Park was designed to:

- 1) lead to the acquisition of the competencies;
- 2) prepare the student in such a way that she would have ready access to and facility in the National CDA Credentialing System;
- 3) provide access to the AAS degree.

In order to facilitate the above-stated goals, a variety of assessment systems were available to document the trainee's readiness to move forward in the training process, to apply for the assessment, to complete the course and apply for the AAS degree:

- 1) There was a pre-assessment/ post-assessment/ remediation component for each module. This provided both a diagnostic system and test out procedure for each area of competency. The "challenge" encouraged the trainee to organize knowledge base and experience in such fashion as to shorten the training process but give the trainee further facility in handling issues, concepts and the language of the competency area.
- 2) The assessment process of the modules and the continuing global observations of the trainer served to document the trainee's readiness to apply for the credential. In some instances the observations indicated that the student was able to document competency in every area of competency and, in these cases, the trainee was counseled as follows:
 - a. You have demonstrated competency in every area and the program advises that you are ready to apply for the assessment.
 - b. You have several options. You may apply for the National Assessment to receive the credential or you may test out of the modules and other work, take the State General Education requirements and receive the AAS degree, or you may take both the credential and the degree.
- 3) Some trainees took the AAS degree and transferred to advanced programs. For some of these trainees, the goal was access to the four-year degree so some of these students did not apply for the credential, but went on to receive the four-year degree. Others applied for and received the credential and then went on to the four year institution. Assessment of these trainees

took place through all of the options described above: Completion of modules, test out, challenges, documentation in on-going assessment. The AAS degree at Forest Park requires completion of General Education requirements. The specialized CDA courses carry 46 hours of college credit.

Problems Involved in Assessment

The assessment process posed a number of questions and concerns:

- 1) Often pre-assessment in the modules was questionable.
 - a. For the trainee with poor language skills, written or even taped responses may work to the disadvantage of this student;
 - b. The adverse was true when the trainee with good language facility could sound very competent and verbalize well about the subject and have problems of translation in the classroom.

The only solution was that any assessment instrument be validated by field observation and individual conference to help language-poor students to be able to verbalize about their experiences. Here we were dealing with more than the ability to use words to talk about the issues and experiences but, more important, to work on organization skills, planning skills, articulation skills. These skills are all important to the development of competency at a broader level and, therefore, became an integral part of the training process as well as facilitation of the assessment process.

The more verbal trainee was encouraged to solve problems, searching for alternatives to avoid the very broad, generalized response. Observation identified problems that could not be verbalized away and these problem areas in the translation became a part of the training process.

- 2) A second concern was the objective nature of the observations. At best, observations provide material for interaction between trainee and trainer. At the other end of the spectrum is the spectre of trainer bias which may not deal entirely fairly with the trainee's behavior or with limitations imposed by the center, its philosophy or center policies, which hinder the trainee's ability to perform in the fashion preferred by the trainer.

By way of solution, occasionally trainers used other trainers or the director of a center to observe in order to check perceptions. On occasion, trainers shifted trainees to other trainers who seemed better able to set the parameters that the student needed in order to progress. At times, this

was identified as a need for more structure, less structure or simply a change in personality type.

The assessment process is best accomplished when trainer and trainee work together seriously to document competency and deal with identified problems in a forthright fashion. The enemy of adequate assessment is "gaming". This was often present at the beginning of training when the trainer felt the need to defend herself against perceived "criticism". As trust was built this became less necessary to the relationship and the assessment process became increasingly valid.

Written and verbal assessment should be verified by observation. This is necessary to the integration of field and academic experience which is basic to the program.

In dealing with our system within a system we felt we had to give grades as in the rest of the college for the following reasons:

- 1) Students responded to grades. They were a source of feed-back and motivation.
- 2) Grades were important to transferability and communicating with four-year programs and beyond.

However, grades in a non-tradition program pose some very special problems. The "Basis For Grading Modules" (See Appendix) which we developed was helpful in keeping our focus on the development of competency.

Relating to the Life of the Academic Community

In order to become a curriculum, we had to develop a set of goals and objectives using the competencies as a base, group these goals and objectives into courses, develop weighting, time frames, and credit, develop delivery system and appropriate resource materials, develop appropriate course descriptions, make contact with potential receiving institutions requesting transferability, develop course proposals for the District Instructional Committee. Upon approval from the District Instructional Committee, the President's Council and eventually the Board of Trustees approved the new career program.

Problems involved in the development of courses were encountered when one spoke traditional language to communicate a non-traditional structure. What was even more difficult was explaining how the system would work when it was as yet untried. We were obliged to anticipate student responses and teaching methods that would only emerge after the program was officially launched. The security of having a traditional program to provide us with some sense of proportion made time frames and credit easier to deal with. However, experience has shown

us that in the development of the modules, differences in credit often have no relationship to the amount of work involved in the module. Students do not seem to have noticed this discrepancy to date. This is probably due to the fact that they focus on the development of competency and the credit structure of the program is more or less an administrative detail.

The development of appropriate resources has been an on-going part of the project. Our first efforts were "bare bones" minima at best. The Learning Resources of our newest modules are much more helpful to the trainee. In the beginning, our Child Care program was only two years old and our instructional resources were extremely limited. The Department of Instructional Resources has cooperated in an exemplary fashion in purchasing and making available a variety of Learning Resources.

The task of negotiating transferability was one which required personal appointments with representatives of institutions within the immediate vicinity as well as the State system. In a few instances, policies which had been developed to accept students of approved AAS career programs at the junior college level as third year students in receiving institutions included our program in that blanket acceptance. In other instances, negotiations proceeded on a course by course analysis. At times, a student did not receive hour-for-hour transfer because the receiving institution proportioned their time in a different fashion thereby giving a different weight to a subject. Further problems occurred when receiving institutions found difficulty in dealing with what they perceived as the inverted structure of the Junior College District. That is to say, if the student has gone through a competency program, he might then be said to have completed his specialty in Early Childhood Education in his first two years. What then would he do with his last two years, ordinarily devoted to specialization? The most creative negotiations took place when the receiving college said to us, "If a person from your program is competent to take charge of a classroom, what would he expect to gain by further training?" Our response was that such a person might want to develop skills to become a curriculum specialist, an administrator, certified in Special Education, or certified to teach in primary classes in public or private schools. On the basis of this information, a format was developed which allowed the student to set goals and help to design his own process. At least six of our students are in process or have received undergraduate degrees from this institution. One student completing this program is pursuing her master's degree at another local university where she has received a teaching fellowship.

Community Relations

Our efforts in community relations began well before the beginning of the Pilot Project when we invited Dr. C. Ray Williams, then Executive Director of the CDA Consortium, to speak at the Conference of the Missouri State Association for the Education of Young Children. The St. Louis AEYC Chapter President, who was later to become CDA Project Director at Forest Park, was already excited about the CDA concept and, in company with others who had been in Minneapolis when the new career was launched, felt the Missouri State AEYC meeting an appropriate occasion for further information dissemination.

As the project progressed at the College, recruitment efforts took us out into the community to introduce the program to the community. Over time, the list has lengthened to include:

Head Start staff
Head Start teachers
The Educators Fair
The St. Louis Chapter, AEYC
Workshop, Association for Early Childhood International,
National meeting, Washington D.C.
The Illinois Day Care Association, Champaign, Illinois
Illinois Head Start, Decatur, Illinois
South County Technical High School
North County Technical High School
Career Day, Sumner High School
State Board Meeting, AEYC, Columbia, Missouri
National Head Start Meeting, Kansas City, Missouri
Head Start Supplementary Training Meeting, Kansas
City, Missouri
Rosati-Kain High School
Extended Time Project Report-Forest Park Community College
St. Louis-St. Louis County Kindergarten
Project Follow-Through, St. Louis Public School
Model Cities Day Care Corporation,
Early Childhood Workshop
University of Missouri at St. Louis
Webster College
Harris Teachers College
St. Louis University
Washington University
Midwest Association for the Education of Young Children,
Madison, Wisconsin
Parent-Child Center, St. Louis
Head Start Meeting, Salem, Missouri
Head Start Staff meeting, Kirksville, Missouri
Representatives from ERIC, Champaign-Urbana spent a day
visiting the project

Visits by:

HSST Providers from Kansas State University

Representative from Seattle CDA Program, Seattle, Washington

Representatives from Day Care Program, Jefferson City, Missouri

A high point in our public relations thrust came when, at the end of the first year of operation, the Education Staff Seminar in Washington, D.C. brought a group of twenty-five decision-makers and advisors to spend two days visiting the Project. The group included Administrative Assistants to National Legislators; Representatives from the Library of Congress, George Washington University, the Department of Labor; persons responsible for a national thrust in Day Care; and representatives from the Office of Child Development at regional and national levels.

In keeping with our training modality, we chose to train those interested in learning more about the CDA through the use of a competency-based module. The pre-test was a true/false check list. Those who knew all the answers became resource persons. Multiple resources for training included film strips, books and pamphlets. People resources included CDA trainees, CDA trainers, Regional and National OCD representatives. The post-test was a puzzle which compared CDA to traditional programs. On the second day of the visit, participants were transported to at least three field sites. Three tours gave three different views of the CDA at work and participants could discuss their experiences. Visits were followed by a question and answer period. Excellent press coverage informed the Metropolitan community about our efforts. Our community relations have been furthered as we have shared, by mail, descriptions of the program and copies of our modules.

The Child Day Care Association and the Educational Confederation, co-sponsors of the Forest Park CDA effort have kept their memberships in touch with developments in the program.

The Early Childhood community has been most cooperative and supportive. They have, when asked, brainstormed with us, advised us and informed others about us.

Our formal Advisory Committee has kept informed and supported our efforts. We have participated on the State Early Childhood Advisory Committee. The CDA project director chaired the committee which produced "Focus on Early Childhood Education: State Guidelines for Missouri." In this document, the CDA competencies are incorporated as indicators of competent behavior in teachers of young children.

Our experience has been that interest has been high in our project.

A Report of Program Evaluation

In addition to the entry, on-going and exit assessments of the individual CDA trainees, a need was felt to assess the program as a whole, to attempt to ascertain the extent to which the program goals had been met and the areas of weakness and strength.

In designing such an assessment process, we were handicapped by the problem which proves a stumbling block in most social science research: How does one measure growth without an accurate assessment of pre-experimental status? While we had information concerning the educational level, work experience, job status of the trainees, we did not have an assessment of their competency in the Child Care enterprise. The initial observations of the trainers were neither sufficiently global nor recorded in a form from which such assessment could be made.

Without a sophisticated, global pre-assessment tool, it was decided to use the time-honored approach of retrospective assessment: What did the people who had gone through the process think of it? What changes in their behavior had their supervisors perceived? Were there aspects of the training process which had caused problems for the center? -the director? -the trainee? Which aspects of the training were most impressive? -best remembered?

Given the number of trainees over the three-year time span of the project (98) and the number of center directors under whom they had their field experiences (31), it was decided that an effort would be made to select a sample of each group to interview concerning the effects of the program.

At the time that this enterprise was projected in March of 1976 the 98 trainees were distributed among five categories:

- 1) 8 had been credentialed
- 2) 29 were in process (had requested credentialing/no date.)
- 3) 13 had completed training but had not enrolled for credentialing
- 4) 13 were still in training
- 5) 34 had withdrawn from training

From each of these sub-groups, a random selection of 50% of the population was made. Letters (See Appendix) were sent to each of the individuals selected to ask their cooperation. The Administrative Assistant, who had joined the project in January, was chosen to conduct the interviews. As a newcomer, not only to the project but to the St. Louis community, it was expected that she could maintain an objective relationship and elicit honest responses in the interviewing process. An added advantage to the use of this interviewer was that, although she had participated in extended de-briefing sessions with the trainers, she had no record of what trainer had worked with which trainee. The staff had developed the parameters of the inquiry and the form was the taping of an informal conversation about CDA during which specific questions

were asked if they were not covered informally. All of the persons contacted consented to the interview; none objected to the tape recording process and the interviewer felt that responses were honest, both praise and criticism being offered without hesitation.

Given the time span over which the interviews were conducted, the categories of a number of the selected individuals changed during the interviewing process, including several who had withdrawn and returned to the program. However, inspection of responses by category revealed no significant differences under the old or the new classification. The only significant difference involved the percentage of individuals within a category who were interviewed. A greater percentage of those who had withdrawn from the program could not be located or contacted for an interview than any of the other categories. Of the 59 persons scheduled to be interviewed, 80% were interviewed, including 5 who were interviewed in the dual roles of CDA trainee and director of a center in which training took place.

Trainee Responses

A majority of the trainees interviewed had had previous child care training. More frequently these were workshops or in-service programs rather than formal college coursework but, whatever the source, the trainees felt more in control of the CDA training. If the interviewee had not mentioned it spontaneously, the question which was asked was, "How did CDA training differ from other early child education?" The most frequent comment was, "In CDA, I decided what I was going to do and how fast I was going to go."

Responses to a question about how long it took the CDA training plan to really sink in varied from immediately to six months or longer. There was general agreement that the first semester had been rather hectic with many changes of plan and misunderstandings of process. Several people remarked how exciting it had been to be in on the start of something new.

In discussing the role of the trainers, it was evident that very close personal relationships had been developed. Almost universally, trainees reported having used the trainer as a listener, frequently in areas which had little relation to child care training. Some people were able to recall the trepidation which they had felt prior to the initial observation, but most reported that these feelings had dissipated rapidly.

The exact record of their behavior during the observation sessions was much appreciated by these trainees. Some reported knowing they had a problem when they could see in black and white what they had said or how many times they had said it. The conference with the trainer was perceived as most helpful because it enabled immediate planning of

alternative ways to overcome problems. Although the trainers had reported spending most of the first year getting the training into the hands of the trainees, the trainee's perception was that this had occurred more rapidly. Even in regard to reference to resources, trainees reported that they were usually offered a choice of resources from which to select, "She'd tell me a little about each author and suggest that I read one of them."

Reactions to the modules varied more widely than reactions to the trainers. The trainees seemed to divide fairly evenly into two groups, one of which saw the modules as a great way to learn, the other of which felt uncomfortable with them and from their descriptions seemed to have been shepherded from them. Those who approved said things like, "I could ask my head teacher to watch and see if I behaved like the performance criteria." or "I could read my trainer's observation and see myself doing or not doing something suggested in the module." or "They had much more material in a module than you would sit down and read in a textbook and you always applied it to yourself." Even those who approved had found the pre-assessment and post-assessment repetitious. Most of those interviewed reported finding in later modules material which they felt had been covered earlier. Some saw this as reinforcing and others repetitious. The interviewer was most conscious of the extent to which a subject brings his own attitudes to his perception of a situation.

When asked what the Thursday night sessions were like, the population divided into three groups, one of which talked about the administrative part of the session including reports of data from the consortium, meetings which the Director had attended, plans for the future, and opportunities to share experiences being encountered. The second group focused on the in-put portion of the session recalling speakers they had enjoyed or found boring, productive workshops, films or group discussion which had impressed them. The third group's perception of Thursday night was focused on the training group time, perceiving it either as time wasted while individuals conferred with trainers or as profitable time spent sharing with individuals from a variety of child care settings. Whichever group an individual belonged to, it was evident that their reactions were focused on that area of the session. Even exploratory questions about other portions of the session were led back to the portion on which they had focused. Among those who focused on in-put, absolutely no pattern emerged concerning sessions which had been of least or most value. Frequently, the same session was recalled in two successive interviews, in one of which it was labelled most productive and, in the other, least productive. Trainees seemed to be aware that part of the session that they found valuable others might label boring and vice versa.

Analysis of the bi-modal distribution of responses to a question concerning the value of the relationships with the other CDA trainees led to the observation that the initial group had developed a strong

esprit de corps and perceived the relationship as extremely valuable whereas trainees who had entered later went so far as to complain of failure to utilize opportunities to develop group feelings. Some of the latter group questioned whether it was possible to develop group relationships in an individualized program. Some of the former group shared plans for periodic meetings to maintain the relationships established during CDA training.

The program seems to have been relatively ineffective in introducing trainees to Community Resources. A large percentage of trainees reported having been familiar with most of the resources introduced during the training period. Several of the people, who expressed lack of familiarity, felt that the project had missed opportunities to share such information. However, in two of these instances, interviewees reported having located resources on their own which they perceived as being a goal of an individualized program.

Trainee's perception of the relationship of their center to the CDA program ranged from individuals who had discontinued their attendance at Thursday night sessions and contacts with the trainers because of opposition to the program in their center to the center director who had proceeded through the program with her staff and felt that she directed a CDA center. The majority of interviewees reported that CDA training had meant a new respect for their contribution in all aspects of center life. One-third of those interviewed who had completed training felt that it had occasioned a change in employment -- movement from assistant to lead teacher or co-teacher, from teacher to director, from employment in one center to better paid employment in another center, to greater effectiveness in a role previously held.

Perhaps the most exciting responses, as well as the most consistent, were made to a question concerning changes in self-perception as a result of the CDA training. Only one of the trainees interviewed (2%) did not feel that there had been a change in self-perception resulting from CDA training. All of the rest reported great change and all in a positive direction: "As far as I'm concerned, it has made my life worth living." "I was never too great in school but in this type of program it was ideas that mattered." "If they had said, 'This is no good', they would have crushed me." "The thrill to know that I wasn't too old to learn..." "It has been so rewarding to learn that I had skills that I didn't know that I had." "Had a drastic revamping of my thinking about what creativity really is." "It makes me try to work harder to see how much further I can get." "I think I'm much more aware and sensitive." "I've slowed down in many ways with the children." "I see a different me." "I can really be patient and relaxed."

Director Responses

The fifteen center directors who were interviewed exhibited a much greater variety of reactions to the CDA process than the trainees. Seeing CDA training from the perspective of an entire center made directors

conscious of aspects of the program of which trainees were unaware. The preponderant response of directors was positive and they were able to report effects throughout the center: "Every module they've brought in has been reflected in the life of the center." "It strengthened professionalism in the entire staff." "I used the unit on observation for in-service training for everyone." The majority of directors saw positive change in the trainees: "It was definitely a growing process for her." "She was better able to implement center goals because of training." "They were better able to explain why they were doing what they were doing."

From directors who perceived themselves as having strong in-service training programs and offering creative supervision, there seemed to be less enthusiastic approval and less tendency to perceive change in the trainee as attributable to the CDA program. These were usually the directors who saw trainer conferences as disruptive of center routine and who expressed dissatisfaction with what they perceived as their exclusion from the credentialing process. The most critical response to the project came from a day care center director whose center was ruled out of compliance with state regulations re adult/child ratio because of a post-observation conference during the first trainer visit.

Interviewer Reaction

The aspect of the CDA training which came through most strongly in the almost 50 half-hour interviews with both trainees and directors was the personal growth of the trainees. Overwhelmingly, the individuals themselves as well as their directors saw positive change toward greater self-assurance and confidence in their ability to further the growth and development of young children.

Survey of Statistics

Number of Trainees:

entered 8/73 - 56		
1/74 - 4	left without 1/74 - 6	
8/74 - 17	completing 8/74 - 13	completed 6/74 - 3
1/75 - 21	1/75 - 5	12/74 - 12
98	8/75 - 7	5/75 - 24
	31	12/75 - 2
		6/76 - 21
		63

The remaining four students neither withdrew nor completed the program. Three of these are interested but not receiving encouragement from their director.

Of the 31 students who withdrew without completing the program:

- 1 moved away
- 2 transferred to institutions of higher learning
- 2 were counseled out of the program
- 3 left the early childhood field
- 8 dropped without explanation
- 15 experienced personal illness or family problems

31

Since the members of this group were largely working, married women, over age 35, with sizable families, we feel that the true attrition rate which might reflect on our selection process is closer to 13% than to the 31% which first inspection might suggest.

Of the 63 students who have completed the program:

- 34 have been credentialed using Forest Park Trainers
- 5 are scheduled for the credentialing process this summer
- 9 are scheduled for the credentialing process this Fall

48

These 48 students have used their trainers from the Forest Park training program in the Trainer role on the Local Assessment Team. We have heard informally that some of the remaining fifteen students applied for credentialing using someone from their agency in the Trainer role of the LAT. Others, who have continued in advanced education, have not felt a need for the credentialing process. Several people have procrastinated on the preparation of their Portfolio. People who have moved out-of-state plan to pick up on the credentialing process in their new location. Several people have delayed applying for credentialing because of job changes which placed them in a new group or because they did not feel that they could demonstrate competency in their present work setting.

Program Costs

Grant funds received over the life of the project, 1973-1976, totalled \$228,000. These funds were expended for:

- 1) Creation of program structure.
- 2) Translation of program structure into a curriculum.
- 3) Negotiations for acceptance of curriculum and for transferability.
- 4) Development of an administrative system for registering students and integrating non-traditional delivery system into a computer programmed for traditional entries.
- 5) Recruitment of staff.
- 6) Staff development.
- 7) Recruitment of students.
- 8) Selection of students.
- 9) Production of training materials. (Third edition to be produced this year.)
- 10) Actual training of students -- integration of field and academic work.
- 11) On-going program assessment and improvement.
- 12) Continuing search for materials and methodologies.
- 13) Production of training aids.
- 14) On-going consultation:
 - a. local agencies
 - b. individuals
 - c. regional office
 - d. Head Start Supplementary Training
 - e. Head Start Training and Technical Assistance
 - f. CDA consortium
 - g. State Department of Education
 - h. State Division of Family Services
- 15) Public relations and dissemination activities. (see p.31)

- 16) Activities in support of students:
 - a. counseling
 - b. recommendations for new jobs
 - c. emergency job finding
 - d. attendance at agency functions
 - e. Trainer role in credentialing process
- 17) Arrangements for Continuing Education.
- 18) Travel and attendance at national and regional meetings, CDA meetings.

The majority of these costs have been developmental and supportive rather than of direct service to students. Although students benefited whenever staff became more articulate or knowledgeable about the CDA program through activities outside the actual instructional program, the costs of such activities cannot fairly be included as actual instructional costs.

Based on actual costs for 1973-74, using formulas from financial operations here at the College, we determined instructional costs to be \$1,671 per student per year (Fall and Spring semesters).

We have been working to develop an on-going CDA program here as a part of the regular college offerings. The model we have produced seems to indicate a cost of approximately \$700-\$750 per student per year in actual costs. Of this \$700 students would pay approximately half and the remaining amount would need to be funded from the college budget i.e. state and local taxes or by state vocational education funds, when the program is approved by the State Department of Vocational Education. While, as in any college curriculum, the program will continue to develop, the focus will no longer be on the translation of a concept into a process but rather on the management of a field-based program whose goal is to produce competent behavior. (See Appendix)

In the Junior College District system, any projection of actual instructional costs includes:

- 1) Cost of instructional personnel.
- 2) The cost of support services which range from maintenance of the grounds, full time nurse on duty to baby sitting services and other student activities, student communications.
- 3) Administrative costs e.g. registration and record-keeping, computer and business office, etc.

These costs are underwritten in a number of ways: student tuition (personal or grants-in-aid), tax funding from local and state sources and, in the case of accepted career programs, State Vocational Educational funding.

Therefore it is impossible to do a realistic cost analysis by dividing number of students served into the dollars spent on the project.

The non-traditional nature of the project dictated that the actual number of students being served at any given moment was not reflected in the number of students registered in the program at that moment. The most outstanding example of this is the fact that more than 30 students were credentialed during the past year. More than half of those students were no longer registered in the program but were receiving hundreds of hours of service from the trainers. The trainers gave service to each of those 30 persons in such activities as conferences about the Portfolio, last minute observations and advice on minutia.

The actual credentialing process required a minimum of 5 to 6 hours per trainee. Obviously this kind of time will not be spent by trainers in the future as the credentialing process encompasses more professionals in the field. However, in this Pilot phase, it was difficult for students to opt for a Trainer for LAT other than their own academic trainer. Our design for the future suggests that students choose a Trainer outside the training program and touch base with that person periodically throughout the training period.

In still other instances, trainees not enrolled in the program in a given semester, but having permission to "challenge" courses for credit toward the AAS degree continued to work with Program Director and trainers in a preceptor role. Costs involved in such usage of time would not be reflected in an analysis of the number of students registered in the program.

The CDA Pilot Project Grant Funds have made it possible for us to concentrate and focus staff time in order to develop the necessary materials, methods, administrative structures and public awareness of the Child Development Associate as a new professional role. Because of this investment, the CDA has reality in Region 7 and beyond. We have been privileged to serve as resource to groups across the United States and have been in correspondence with groups in Canada. We feel that we have been real participants in a process that touched the lives of individuals in St. Louis and St. Louis county and reached out to benefit the children of the nation.

Suggestions to Future Trainers

The senior trainer in our program has this to say to our new trainers:

"The trainer is first of all a person who has developed skills in making one's own knowledge available to another. The training relationship is a personal transaction. At best it develops out of a trust of one another's intent and a zest for discovering at greater depth and breadth in a field both are committed to. The trainee brings a fresh look at the profession...brings zest to knowing the whys. Together, - they move toward finer tuning of understandings and refining of skills that are mutually rewarding."

In these words the unique nature of this process is characterized as one that is active for both trainer and trainee. Both are learners; both are teachers; both are seekers; both are explorers; both are committed and both find joy in the process of growth.

Mutual trust is the cornerstone of the training relationship, but ultimately the trainee must be responsible for her own learning. The movement from dependence to independence is necessary to the development of competency.

The trainee must learn to be self-evaluating, question formulating and resource searching. At the beginning of the training process the trainee may be self-conscious about the observation process. Typical behavior in this instance is the tendency to explain away any perceived error of judgement or to blame the system, the children, the director and any other handy target. As trust grows, the trainee takes more initiative and uses the trainer to watch for behaviors she wants to understand or work on. The trainee who begins by asking "What do you want me to do/" in time begins to say "I've got this problem I want you to help me with." It is the trainee who facilitates this transition.

Students need structure and options. They need to be clear about goals and objectives. They need to know what they have accomplished and they need help in determining where they might go next.

Each trainee is an individual. This means:

- a distinctive approach to problem-solving;
- a self image nurtured in an experience peculiar to the individual;
- very personal needs for mastery and self-direction or.

adversely, fear of decision-making and dependency needs;

- hidden fears and undiscovered strengths;
- areas of perceived competency and areas of acknowledged weakness;
- personal defense mechanisms for ego protection;
These may include withdrawal, avoidance, defensiveness
and various forms of game-playing;
- a distinctive style of self-expression.

In conclusion, recordkeeping is of the essence. Students and staff need to be able to plot growth and movement and document the development of competency.

The appendix to this document is not available due to marginal legibility of the original document.